R E P O R T R E S U M E S

ED 003 221 56

AUDIOSIMULATION IN COUNSELOR TRAINING.

BY- BEAIRD, JAMES H. STANDISH, JOHN T.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH

REPORT NUMBER NDEA-VIIA-1245 PUB DATE 31 DEC 64
REPORT NUMBER R-34
GRANT OEG-7-47-0000-235
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *SIMULATION, ROLE PLAYING, *COUNSELOR TRAINING, GUIDANCE, *INTERVIEWS, COUNSELORS, *COGNITIVE PROCESSES, VERBAL COMMUNICATION, EXPERIMENTAL PROGRAMS, MONMOUTH, OREGON

THE PROJECT DESCRIBED IN THIS REPORT WAS DESIGNED TO PROVIDE EVIDENCE OF THE EFFECTIVENESS OF A COUNSELOR TRAINING EXPERIENCE WHICH UTILIZED A SIMULATED COUNSELING INTERVIEW AS THE INSTRUCTIONAL VEHICLE. THE TRAINING EXPERIENCE WAS DESIGNED TO TRAIN COUNSELORS (1) TO DISCRIMINATE BETWEEN COGNITIVE AND AFFECTIVE ELEMENTS OF CLIENT VERBALIZATIONS AND (2) TO RESPOND TO THE VERBALIZATIONS IN WAYS THAT WOULD FACILITATE FURTHER AFFECTIVE VERBALIZATIONS BY THE CLIENT. SUBJECTS WERE ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS. DURING A TRAINING PERIOD, THE EXPERIMENTAL GROUP RECEIVED 2 HOURS OF INDIVIDUAL INSTRUCTION WITH THE SIMULATED INTERVIEW. AFTER TRAINING, ALL SUBJECTS WERE REQUIRED TO COUNSEL A ROLE-PLAYING CLIENT. ANALYSIS OF RECORDED DATA REVEALED THAT (1) SUBJECTS IN THE EXPERIMENTAL GROUP DEMONSTRATED A SIGNIFICANT GAIN IN THEIR PERFORMANCE FROM PRETRAINING TO POST-TRAINING INTERVIEW, (2) SUBJECTS IN THE CONTROL GROUP DEMONSTRATED A SMALL AND NONSIGNIFICANT DECREASE IN THEIR PERFORMANCE, (3) SUBJECTS IN THE EXPERIMENTAL GROUP SHOWED SIGNIFICANTLY MORE GAIN THAN SUBJECTS IN THE CONTROL GROUP, AND (4) WHEN AN ATTEMPT TO CONTROL PERFORMANCE IN THE PRETRAINING INTERVIEW SETTING WAS MADE, THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN EXPERIMENTAL AND CONTROL GROUPS IN POST-TRAINING INTERVIEW PERFORMANCE. THESE FINDINGS SUGGESTED THAT TRAINING IN THE SIMULATED INTERVIEW SETTING RESULTED IN SIGNIFICANT CHANGES IN SPECIFIC ASPECTS OF COUNSELOR TRAINEES' INTERVIEW BEHAVIOR. (WB)

ED003221

1245

OFFICIAL FILE COPY

AUDIOSIMULATION IN COUNSELOR TRAINING

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

James H. Beaird
John T. Standish

Final Report
Title VII Project Number 1245
National Defense Education Act of 1958
Grant Number 7-47-0000-235

OREGON STATE SYSTEM OF HIGHER EDUCATION

R-34

Audiosimulation in Counselor Training

James H. Beaird

John T. Standish

Final Report

Title VII Project Number 1245

National Defense Education Act of 1958

Grant Number 7-47-0000-235

December 31, 1964

Teaching Research Division

Oregon State System of Higher Education

Monmouth, Oregon

The Research Reported Herein was

Supported by a Grant from the

U. S. Department of Health, Education and Welfare

Office of Education

Acknowledgments

Dr. Charles Warnath, Director, Counseling Center, Oregon State University, provided consultation and graciously provided the setting and subjects for the research.

Jane Standish provided her voice and services.

Dr. Tenison Haley spent numerous hours role-playing "Frank Davis" and "John Miles."

Dr. Lillian Cady provided consultative direction during the latter days of the project.

Special appreciation is extended to the public school counselors who gave freely of their time and talents during the course of the study.

TABLE OF CONTENTS

List of Tables iii

List of Figures iv

Chapter 1

I. Introduction

Classroom Simulation- -Kersh
A One-to-One Interpersonal Environmnet
The Simulated Environment
Counselor Education

II. Procedures 8

The Interview
Sample
The Experiment
Experimental Training
Control Group Sessions

III. Results 23

Pretraining - Post-training Comparisons
Experimental - Control Comparison

IV. Summary and Implications 27

References

Appendices

A. Flow Chart of Simulated Interview 32

B. Sound Track of Simulated Interview 35

C. Counseling Center Questionnaire--Pretraining Interview 38

D. Summary of Intake Interview--Pretraining Interview 40

E. Counseling Center Questionnaire--Post-training Interview 41

F. Summary of Intake Interview--Post-training Interview 43

G. Orientation Sequence for Simulation Training 44

H. Scores for all Subjects on Pretraining and Post-training Test Interviews 45

LIST OF TABLES

Table		Page
1.	Types of Problems Included in the Simulated Interview and the Counselor's Source of Information About the Problem	10
2.	Definitions of Affective-Cognitive Categories	17
3.	Definitions of Counselor Lead Categories	18
4.	Ratio Scores Assigned to 12 Interviews by Two Investigators	19
5.	Results of Comparisons of Pretraining and Post-training Scores for Experimental and Control Groups	25
6.	Summary Information for Analysis of Covariance of Scores on Post-training Test Interview	25

LIST OF FIGURES

Figure		Page
1.	Stimulus-Response-Feedback Paradigm of the Classroom Simulator	3
2.	Stimulus-Response-Feedback Paradigm for Contiguous Simulation	4
3.	A Segment of Simulated Interview Flow Chart	11
4.	Sequence of Interactions Depicting Jane's Reaction to Failure of Counselor to Explore Affective Elements	12
5.	Interview Analysis Matrix	18
6.	Experimental Setting	20
7.	Mean Scores of Experimental and Control Groups for Pretraining and Post-training Test Interviews	24

Chapter I

Introduction

The project reported herein is concerned with the basic problem of providing instruction, designed to develop specific skills, in a meaningful setting, i.e., a setting which provides many of the cues, demands, and characteristics which will be present in actual situations for which those specific skills are required. While the problem itself is not new, or in any way unique to the training situation selected for this project (Counselor Training), recent technological advancements and theoretical thought surrounding this advancement have provided a relatively unique methodology for attempting solutions to the problem. This project was directed towards an extension of this technology, simulation, as it is now employed in instructional settings designed to increase effective use of cognitive skills.

Simulation refers to a model (physical, verbal, or mathematical) of a real or proposed system (system being used here in its broadest sense). Simulation, thus, is not a new technique. It has been employed by designers for centuries. Even in the educational setting, simulation has a long history, e.g., the use of the play store to teach young children arithmetic skills. Simulation has received more attention, however, from engineers, industrial designers, and the military. It is primarily from such sources that educators have recently gleaned ideas for applying simulation techniques to specific training problems.

The simulation efforts employed in this project are directly related to those employed by Kersh (1963) in the training of teachers. In terms of the previously stated definition of simulation, the classroom simulation procedures developed by Kersh and the procedures employed in the present project are attempts to simulate or model interpersonal environments. The complexity of interpersonal environments presents exceedingly difficult problems to the researcher. Resolutions of these problems generally result in a simulation which ignores (for the time being, at least) or gives less emphasis to certain characteristics of the environment under

consideration. While such procedures are permissible in simulation (in a real sense most simulations are caricatures rather than exact duplications), resulting loss of fidelity may be expected to reduce the effectiveness of the model for its particular use. Fortunately, the effects of caricaturizing, i.e., the presence, absence, or emphasis of certain elements, are amenable to empirical investigation. Such an investigation is pertinent to the model developed in the present project; however, it was necessary first to demonstrate that significant elements employed in the reported project could, in fact, be implemented, and therefore effects of caricaturizing were not studied.

Classroom Simulation -- Kersh

Kersh simulated selected classroom situations using sound motion pictures. By combining multiple projection facilities and a large rear-projection screen, the classroom simulator has the capacity to present a series of audiovisual stimuli to which trainees respond. The stimuli are examples of some form of classroom student behavior. The trainee assumes the teacher's role and responds accordingly. Following the response to the situation, the experimenter can provide, immediately, another film sequence which depicts a typical class (or student) reaction to the teacher's response. The availability of two or three feedback sequences for each stimulus sequence, provides considerable flexibility for the stimulus-response-feedback paradigm employed.

Currently the classroom simulator employs three sets of problem (stimulus) and correlated feedback sequences which correspond to three days in a sixth-grade classroom. Each set contains 20 problem sequences which are ordered chronologically, i.e., the first occurs early in the day and the last occurs late in the day. The three sets were prepared so that they are equivalent insofar as they each contain episodes of the same nature and intensity. The problems deal with such management and communication situations as might occur in a typical sixth-grade classroom. The classroom simulator was developed to provide students with opportunities to

experience these types of problems in a neutral setting, easily reproduced, that would enable trainees to practice alternative responses to the same situation.

Kersh's initial research was designed to study the effects of two visual characteristics of the simulation model -- size and motion. Subjects trained under one of four conditions: life-size-motion, life-size-still, TV-size-motion, and TV-size-still. While the results were not conclusive, there was some indication that the less realistic presentation mode, i.e., small projection, produced more change in subjects' performance.

The classroom simulator was designed on the basis of discrete problem sequences. Under these conditions the contiguity between episodes is variable and aside from a temporal relationship little congruence between problem episodes exists. The procedure employed by the classroom simulator is diagramed in Figure 1.

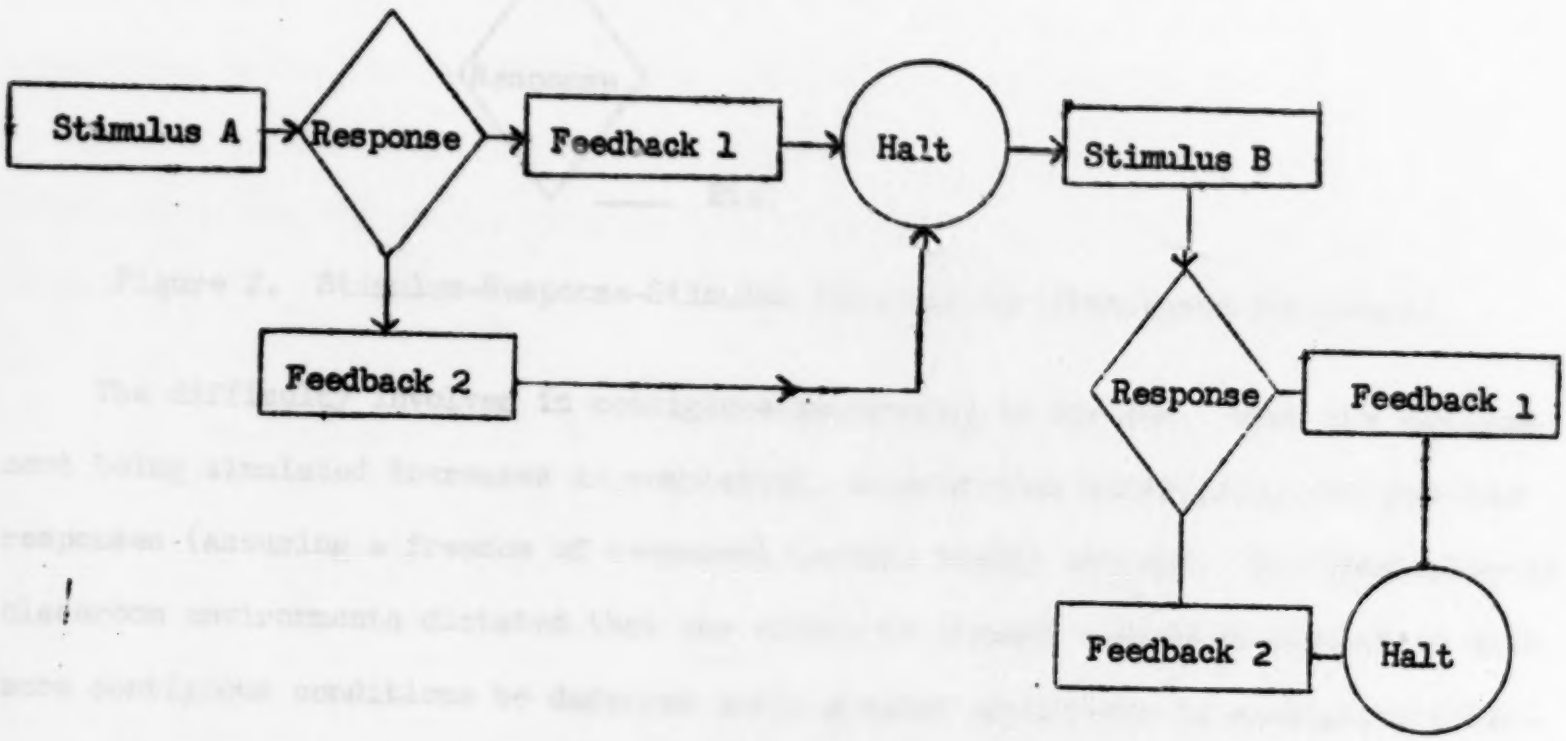


Figure 1. Stimulus-Response-Feedback Paradigm of the Classroom Simulator

In real-life situations a stimulus-response-feedback-halt condition seldom obtains. Instead, feedback conditions often become, in and of themselves, the next stimulus situation in a series of interactions between a learner and his environment. In such a series of interaction sequences as described, problem sequence contiguity is maximized. Such a series might be diagramed as that in Figure 2.

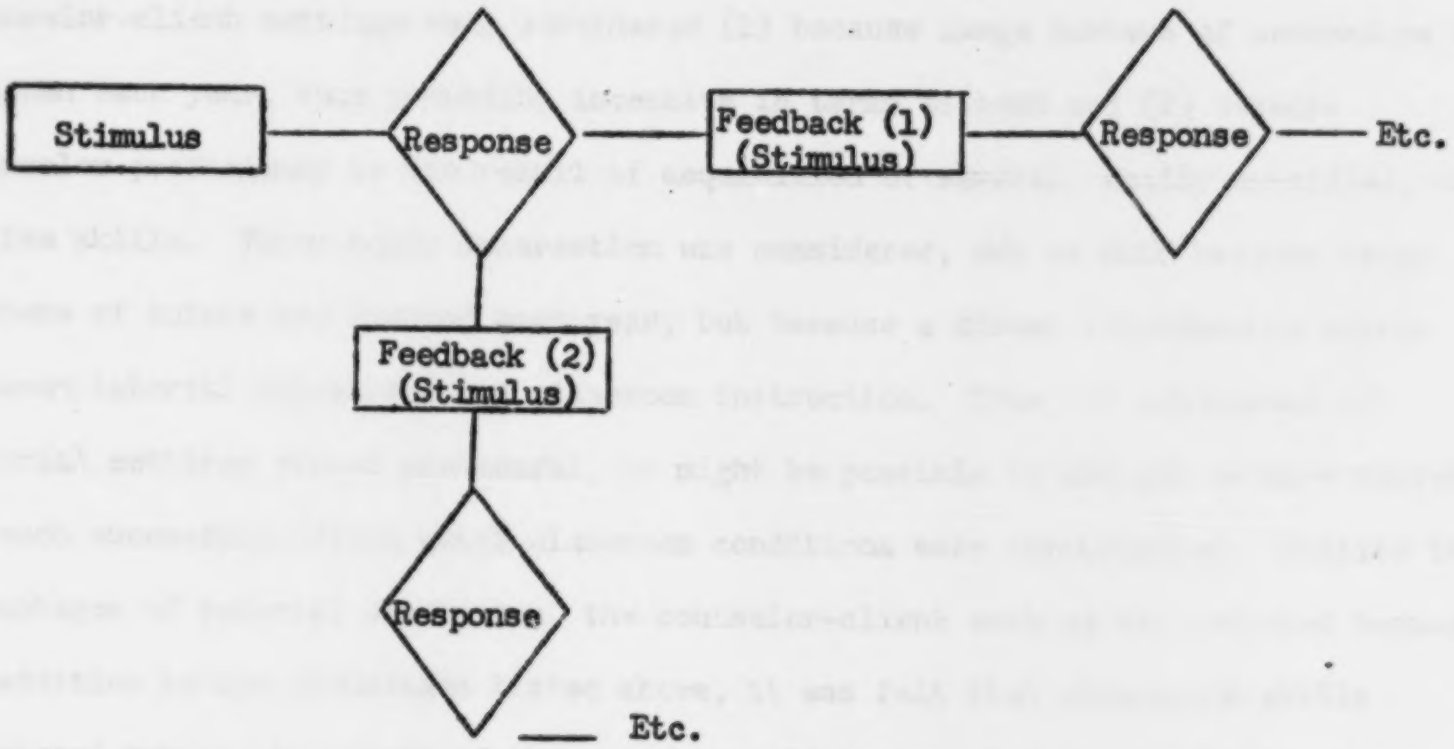


Figure 2. Stimulus-Response-Stimulus Paradigm for Contiguous Simulation.

The difficulty involved in contiguous sequencing is obvious. When the environment being simulated increases in complexity, experimenter anticipation of possible responses (assuming a freedom of response) becomes highly tenuous. The complexity of classroom environments dictated that any effort to augment classroom simulation with more contiguous conditions be deferred until greater experience in simulating interpersonal environments had been accumulated. To the gaining of such experience, this project was designed and implemented.

A One-to-One Interpersonal Environment

Because the interaction complexity of the classroom environment, having approximately 30 students and one teacher, is so great, the experimenters felt that experience with contiguous sequencing could best be achieved in a simple one-to-one setting. Of the multitude of one-to-one interpersonal settings which might have been simulated, only two were considered: (1) counselor-client, and (2) tutor-pupil. Counselor-client settings were considered (1) because large numbers of counselors are trained each year, thus providing incentive in terms of need and (2) because counselor proficiency is the result of acquisition of several, easily specified, cognitive skills. Tutor-pupil interaction was considered, not so much because large numbers of tutors are trained each year, but because a direct relationship exists between tutorial situations and classroom instruction. Thus, if simulation of tutorial settings proved successful, it might be possible to add one or more students in each succeeding effort until classroom conditions were approximated. Despite the advantages of tutorial simulation, the counselor-client setting was selected because, in addition to its advantages listed above, it was felt that simulation skills developed during the course of the project could be transferred readily to classroom simulation.

The Simulated Environment

The essential characteristics of the environment simulated in the present project were (1) the interaction of two persons, client and counselor, (2) the flexibility which would allow one person, the counselor, to interact freely with the other, and (3) arrangement of the interactions in such a way that the counselor's behavior might be expected to change as the result of the interaction, i.e., to learn. This is to say that the live counselor would interact with a man-machine system in such a way that some aspects of his behavior might be expected to change.

Counselor Education

Implications of simulation training in the field of counselor education are most promising. Currently employed strategies for counselor training frequently ignore many learning techniques which have proved to be effective in other settings. Primary among those are provisions for practicing under direct supervision those skills often needed in counseling settings. Present training programs for counselors are characterized by (1) formal classroom instruction, where theory, philosophy and techniques are considered in cognitive perspective, and (2) a practicum setting, designed to provide situations in which the trainee can practice those skills and techniques acquired in the classroom setting.

Several features limit the effectiveness of the practicum experience. First, large numbers of trainees place extreme pressures on usually limited instructional staffs, resulting in severe limitations on the amount of supervision each trainee may receive. Second, the necessity of protecting the psychological well-being of clients assigned to trainees prohibits any systematic variation of techniques by trainees or their supervisors. Additionally, traditional practicum settings provide limited opportunity to provide the same type of learning situations for all trainees. Thus one trainee may receive experience with one type of problem while another may experience some other type of problem.

Some imaginative training programs have incorporated various activities to minimize some of these shortcomings. New applications of videosonic and kinescopic equipment have proven especially promising. Such procedures do not, as Chenault (1964) implies, make counseling a mechanical procedure. Instead, they have the potential to greatly enhance the storehouse of competencies maintained by the counselor, and thereby provide him with greater freedom to creatively employ those skills which best fit his particular profile of human characteristics and capabilities. Of the wide range of skills counselors use, the ones selected for this project dealt with helping clients explore their feelings in such ways that they more clearly

"understand" these feelings and through this understanding develop effective ways for functioning within their environment. To accomplish this end it is a necessary but not sufficient condition that the client express feelings in the counseling interview.

Since expression of feelings is often difficult, much responsibility for providing a setting in which this can occur falls on the counselor, i.e., it is rarely that school counselors encounter clients who, without skillful help, initiate explorations of their affective problems. At the same time many clients enter counseling settings with felt needs to explore their feelings. Typically clients often disguise these needs with somewhat neutral, cognitive problems which for them are "safer." In such situations clients will often include in their mannerisms, verbalizations and inflections cues regarding their feelings even though these are disguised in one way or another.

The presence of these cues present to the counselor a basic discrimination task, i.e., identification of affective components or overtones in client behavior. It is posited that one facet of successful counseling behavior is this discrimination followed by counselor action that will direct or facilitate further expressions of this type by clients. Tyler (1960) identifies such behavior as prerequisite to effective counseling and points out that all too often it is lack of this type of behavior that characterizes most school counseling programs.

The objectives of the simulation experience utilized in this project were specifically to provide interview experience which would develop in trainees' ability to:

1. discriminate between affective and cognitive components of client verbalizations, and
2. react to client verbalizations, in ways appropriate to facilitation of further client verbalizations of affective components.

Practice with these skills was designed to occur within the framework of the interview since research suggests that transfer to real situations would be facilitated.

The next section of this report outlines the procedures employed in developing and testing the simulation model following the above specifications.

Chapter II
Procedures

The project was conducted in two phases--materials development and experimentation. During the developmental phase, the simulation experience was organized, tried out, and refined; roles for use in testing interviews were devised and modified; and the interview analysis technique was refined and tested. Since each of these activities is complex and relatively important, each will be described in more detail below.

The experimental phase of the project was conducted at Oregon State University (OSU) during the Spring and Summer terms of 1964. Subjects of the study were graduate students working toward a masters degree in guidance. Most subjects had at least two years of school teaching experience. The study was conducted as part of the practicum experience for which S's were enrolled. This was for most S's the final course in their major program. The experimental activities, which will be described in more detail below, were in addition to the regular practicum experience.

The Interview

It will be recalled that the general characteristic of this training experience that differentiated it from other simulation experiences (e.g., Kersh, 1963) and/or counselor training settings which employ magnetic tape, videosonic tape, or kinescopes (Heimann & Whittemore, 1964) was the continuous flow pattern previously described. The continuous flow pattern follows a stimulus-response-feedback paradigm which is common to many exercises such as the one employed in the present study; however, two characteristics made this experience different; (1) trainees were not limited to any single response or class of responses; and (2) the feedback sequences provided, in addition to information for the trainee regarding his last response (feedback), the next stimulus to which he was expected to react. Freedom of the trainee to respond in any way he chose was important since it made the technique appropriate for a variety of counseling philosophies. The dual use of feedback

statements (i.e., feedback and stimulus) was assumed to provide more realism for the experience.

Numerous problems confronted the writers in developing a simulated interview which contained the characteristics described. These problems centered about selection of content, development of the simulated client personality, optimal sequencing, and revision. Each is considered separately below.

Content Selection

Numerous sources of interview protocols, including mimeographed course materials, counseling texts (Loughary, 1961; McDaniel, et al., 1959), audio recordings (Loughary, 1961), and records of the OSU Counseling Center, were reviewed. The purpose of the review was to become familiar with the wide range of problems presented in counseling settings and ways in which clients tend to express those problems. It was found that most problems dealt with factors such as academic achievement, educational planning, vocational planning, and socio-personal concerns. Three criteria were established to direct selection of simulated interview content: (1) content had to have innate interest appeal for the trainee, (2) content had to be appropriate for a client of junior high school age, and (3) content had to reflect the tendency of clients to mask socio-personal concerns with less significant (to the client) concerns over vocational planning or academic achievement.

Several alternatives were considered. In each case the investigators wished to use "academic achievement" as the client's stated problem, which would be combined with a more pressing (to the client) socio-personal concern, since it has been observed that this pattern is typical for adolescents. Of the socio-personal alternatives considered, two which met the above criteria were selected: sex-related concerns and concerns over kleptomania tendencies. Both types of problems were outlined and presented to school counselors for consideration. Although kleptomania was viewed by school counselors as less typical of adolescent concerns, their recommendations preferred it over the sex-related problem. These counselors further suggested that the

problem (kleptomania) be presented with additional overtones of parent-child and teacher-pupil conflict.

The final combination of problems included in the simulated interview are presented in Table 1. Combinations of these problems in the interview format will be described more fully later in the report.

Table 1

Types of Problems Included in Simulated Interview and Counselor's Source of Information About the Problem

Problem	Source of Information
1. Kleptomania	1. Referring Teacher
2. Academic Achievement	2. Initial Client Statement
3. Teacher-client Conflict	3. Client
4. Mother-client Conflict	4. Client
5. Kleptomania	5. Client

Simulated Client's Personality

The simulated client, Jane, is a seventh-grade girl who recently moved to the counselor's school. Jane is enrolled in a full schedule of courses including English, history, mathematics, physical education, art, music, and science. Jane's academic record has been generally appropriate to her average ability, although her specific strengths and weaknesses are unknown since her records have not been forwarded from her previous school.

Jane lives with her mother and father. The family income is relatively low. Jane's father is a construction laborer and is never mentioned by Jane. The mother does not work.

Jane's interview behavior is generally characterized by an openness to respond and a willingness to express feelings. Initially Jane indicates, through her behavior and verbalizations, a desire to consider only "neutral" topics such as academic difficulty, school experience, and study habits. When she feels more secure in the interview, Jane will discuss her feelings, anxieties, or hostilities. Quite

early in the interview she begins to give cues which indicate anxiety and concern. She will not persist with such cues indefinitely, however, and if the counselor fails to react to such cues, Jane will drop them and discuss only the neutral topic.

Although Jane is not overly defensive, some defensiveness is evident in Jane's initial interview actions, i.e., she will react negatively to any persistant counselor attempts to explore her emotions early in the interview. On the other hand, Jane will not tolerate any persistant counselor effort to pursue her academic difficulty (the neutral topic).

Jane tends to make short statements and does not dominate the interview with long verbalizations. It appears that she has a tendency to lose the thread of thought during logical sequences; i.e., once she has begun a line of thought she is not easily diverted by a counselor's possibly logical shift in direction.

Interview Format

On the basis of Jane's characteristics of interview behavior, the simulated interview format was developed. This format was depicted applying the flow charting technique of computer technology. The flow concept permits the analysis of interview sequences in such a way that visual inspection of both client and counselor actions is possible. It also provides the means whereby application of instructional strategies can be easily communicated. In essence, such flow charting becomes a neutral language which more readily associates concepts of (1) client behavior, (2) counselor behavior, and (3) instructional strategy.

The complete flow chart of the simulated interview with Jane appears in Appendix A. A portion of that flow chart is presented in Figure 3.

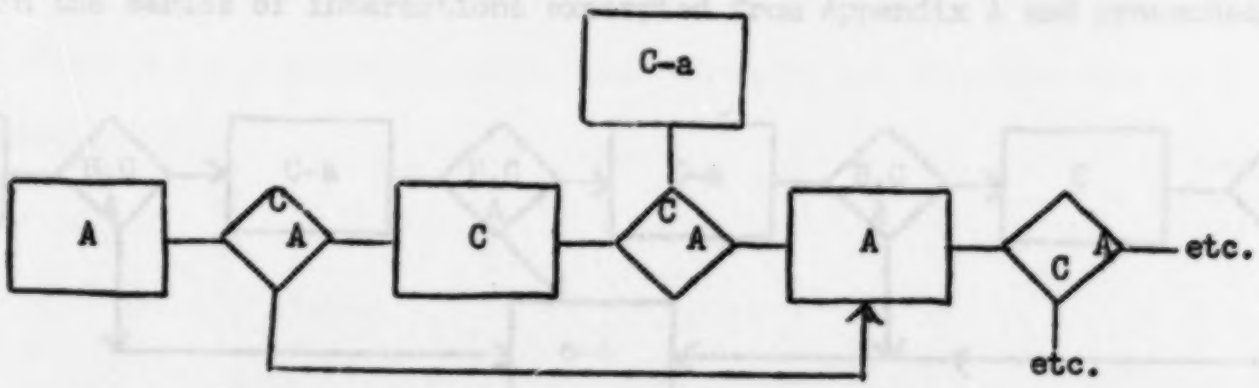


Figure 3. A Segment of Simulated Interview Flow Chart

The square boxes in Figure 3 depict a client verbalization. The letters within the boxes depict the nature of the verbalization. Both upper and lower case letters are used to indicate which element of the verbalization was being emphasized. The letter "C" refers to a cognitive element and "A" refers to an affective element. When both letters are included in a box, this indicates that both affective and cognitive elements are present; and, if one of the letters is in upper case form, that element is emphasized.

The diamond shaped boxes represent counselor verbalizations. Letters within these boxes indicate which element or elements of the preceding client verbalization to which the counselor responded and, therefore, indicate which succeeding client statement is to be presented.

During preparation of the flow charts, the experimenters attempted to anticipate all logical counselor responses to the type of client verbalization depicted, thus making it possible to provide meaningful feedback for any logical counselor behavior. The assumption was made that counselors would not react illogically (e.g., react to a client's statement that he felt badly about his poor grades with a question such as, "What color is your mother's hair?"). Such an assumption greatly simplifies the conceptual task of predetermining interview flow.

Reference to the complete flow chart in Appendix A will indicate that the simulated interview reflects the parameters of Jane's personality and interview behavior previously described. For example, Jane was described as willing to express her feelings freely, but if the counselor failed to react to these feelings initially, she would soon revert to a neutral cognitively oriented subject. This is depicted in the series of interactions excerpted from Appendix A and presented in Figure 4.

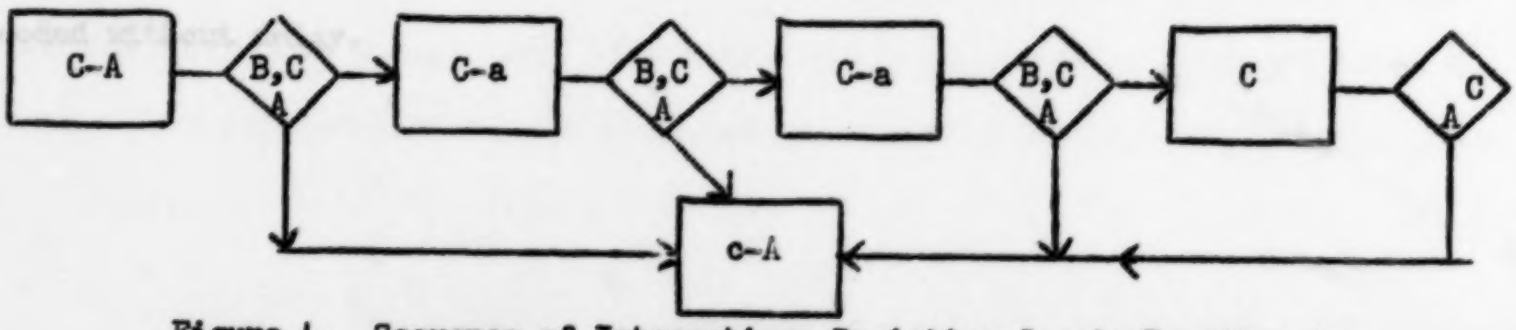


Figure 4. Sequence of Interactions Depicting Jane's Reaction to Failure of Counselor to Explore Affective Elements

It will be noted in Figure 4 that for a short sequence of interactions with Jane, both cognitive and affective elements are emphasized; but if the counselor persists in reacting only to the cognitive element, Jane tends to place less emphasis on the affective element and finally drops it completely. A final characteristic of the simulated interview should be noted. It is not infrequent for counselors to pursue an interview direction and to discover at some point that the particular direction being pursued proves not to be very fruitful. At such points, experienced counselors typically summarize for the client the direction that has been pursued and then begin pursuit of a new direction. The simulated interview developed for this project provides for such alternatives, thus making the interview as nearly flexible as possible.

In general, development of the simulated interview followed procedures very similar to those employed in development of an instructional program, e.g., objectives were identified, instructional strategy (flow charts) determined, frames written (content of client statements), preliminary trials, revision, and limited field test.

The flow charting procedure represents one of the unique aspects of the project, and the investigators felt that it was deserving of further consideration and research. Development of the flow charts, while complex, proved to be implementable. The basic elements required for flow chart development were (1) specification of behavioral objectives pertinent to the experience, (2) development of the simulated client's personality and/or interview behavior characteristics, (3) determination of an instructional strategy based on reinforcement and/or feedback concepts, and (4) application of knowledge of and/or experience in counseling techniques and practices. Through combination of these basic elements the flow charting task proceeded without delay.

It should be possible for any researcher or counselor trainer to use the same flow chart and prepare another simulated interview (with different types of problems) which would yield similar results. Alternative interviews were not prepared for this project, however, and the feasibility of so doing remains as an empirical question.

Content Development

Upon completion of the flow diagrams, a script was prepared. Preparation of the script was done in three phases. The first phase was characterized by preparation, a priori of the script following the flow chart and utilizing the problem of Jane's concern for her kleptomaniac tendencies which she tended to "cover" with an academic difficulty problem and with problems of conflict with her mother and teacher.

Following its development, the script was tested by having one of the experimenters assume the counselor's role. On the basis of the preliminary trials, the script was revised.

Tape recordings of the revised script were then made and tried out with experienced counselors and advanced doctoral-level counseling students. Four such trails were made and each trial was followed with a revision of the script until the investigators were satisfied that the simulated interview was of sufficient quality to initiate experimentation. The simulated interview which was tape-recorded for experimentation is presented in Appendix B.

Sample

Subjects used in the study were graduate students, majoring in guidance at OSU, who were enrolled in the counseling practicum during the Spring and Summer terms of 1964. Eleven subjects were enrolled during the Spring term and 17 were enrolled during the Summer term. The total sample was composed equally of men and women. Most subjects had a minimum of two years public school teaching experience.

Subjects were randomly assigned to experimental and control groups. The two groups did not differ with regard to age, sex, previous experience, or ability. With the exception of one man who had previously served as a foreign student adviser in a university setting, the subjects had no previous counseling experience.

The Experiment

The experiment was designed to provide evidence regarding the effectiveness of a training procedure employing the simulated interview previously described. Two groups of subjects participated—an experimental group which experienced the simulation training and a control group, which spent a similar amount of time role playing counseling interviews in pairs.

Prior to training, both groups of subjects participated in individual interview settings with a role playing "client." Following training, all subjects again participated in the individual interview experience with the role playing "client." Performance in these interview situations were evaluated (following procedures to be described), and these evaluations constituted the pretest and post-test scores for subjects.

The Test Interviews

In order to obtain comparable measures of interview behavior, all subjects participated in two test interviews—one prior to training and another following training. In both cases a member of the staff of the OSU Counseling Center was trained to role play the part of the client in a consistant manner so that each subject would experience, as nearly as possible, the same counseling problem and client personality.

Pretraining Test Interview. The client of the initial test interview, "Frank Davis," is a 27-year-old male majoring in industrial engineering at OSU. A Counseling Center questionnaire "completed" by Frank is presented in Appendix C. Frank came to the Counseling Center to find help with an academic problem created when he received a low grade in a physics course. A summary of his initial intake inter-

view conducted by another member of the Counseling Center staff is presented in Appendix D. The questionnaire and intake interview summary were made available to the subjects prior to their participation in the interview. Subjects were instructed to consider themselves on the Counseling Center staff. No other information was available to subjects.

During the course of the interview, Frank was prepared to discuss his personal and academic backgrounds if subjects chose to pursue these lines. Additionally, Frank was prepared to exhibit some guilt about accepting financial aid from his mother who had returned to work to help finance his education. Frank's concern for his grades also reflected some insecurity regarding his acceptance by his girl friend who is an honor student at the university. Frank feels that his low physics grade probably resulted from several classroom incidents in which he was rather outspoken in his criticism of the instructor, a new Ph.D., several years younger than Frank. All of Frank's concerns have resulted in his having ambivalent feelings toward school and its value for him.

Post-training Test Interview. "John Miles," the client portrayed in the second test interview, is a 25-year-old male who has been married for "six or seven years." John is a sophomore majoring in education. John has come to the Counseling Center for help with a vocational choice which was precipitated by insistance of his wife that he change his field of interest to business where larger salaries are available. John's Counseling Center questionnaire and intake interview summary are presented in Appendices E and F respectively. These were made available to all subjects prior to their test interview.

John is prepared to reveal that his wife, who works as a stenographer in an insurance firm, is constantly suggesting he switch to business where he could make more money. This suggests to John a basic difference in their value systems and causes him some concern. All other aspects of their married life are satisfactory.

John expresses a fondness for working with children and a "quiet life." Some brief experiences in the business world were not satisfactory. John would like to avoid the "go, go, go" of the business world, but he feels an obligation to try to please his wife.

Interview Analysis

Techniques devised for analyzing interview behavior utilize a matrix format which combines the nature of both client and counselor responses. Client verbalizations are categorized along a cognitive-affective continuum. For purposes of this project, three categories were used: (1) affect, (2) combined affect and cognitive, and (3) cognitive. Definitions of the affective-cognitive categories are presented in Table 2.

Table 2

Definitions of Affective Cognitive Categories

1. Affective - All client statements that contain only statements of feeling and/or expression of emotion.

2. Combination of Affective and Cognitive - All client statements that contain expressions of feeling and/or emotion plus other information which could not be classified as affect.

3. Cognitive - All client statements that provide information or constitute a response but which are not classifiable as affect.

Counselor responses were categorized along a continuum of lead. For this project, nine categories of lead were used: (1) acceptance, (2) restatement, (3) clarification, (4) summary, (5) general lead, (6) reassurance, (7) interpretation, (8) advice, and (9) rejection. These categories and their definitions were described by Loughary (1961). Definitions of counselor lead categories are presented in Table 3.

Table 3

Definitions of Counselor Lead Categories

1. Acceptance - Any statement, gesture, verbalization, or action that indicates that the counselor accepts without judgment a client verbalization or action.

2. Restatement - An exact or nearly exact repetition of a client remark.

3. Clarification - A rewording of the client statement such that the client ideas, feelings, etc. are expressed with greater clarity.

4. Summary - A counselor statement that collects a series of ideas and feelings expressed by the client.

5. General Lead - Any direct question.

6. Reassurance - Any attempt by the counselor to comfort the client.

7. Interpretation - Explaining to the client the psychological meaning and/or implication of his action.

8. Advice - Any statement which suggests to the client a course of action.

9. Rejection - Any statement, gesture, verbalization, or action that indicates that the counselor does not approve of the client actions or verbalizations

The interview analysis matrix is shown in Figure 5.

Lead	Affective	Combined Affect-Cognitive	Cognitive
Acceptance			
Restatement			
Clarification			
Summary			
General Lead			
Reassurance			
Interpretation			
Advice			
Rejection			

Figure 5. Interview Analysis Matrix

The interview analysis matrix may be used for live observations or for analysis of typescripts as was done in this project. In either case, it is necessary to categorize both client and counselor actions. For this project, client and counselor behaviors were considered jointly and labeled "interactions." An interaction was defined as a client statement followed by a counselor response. Prolonged periods of silence on the part of client or counselor were considered statements.

All test interviews were recorded on magnetic tape. Typescripts of the interviews were prepared and all analyses were made from the typescripts.

All analyses of test interviews were made by one of the investigators. To guard against the possibility of bias on the part of the investigator who analyzed the interviews, typescripts of pretraining and post-training interviews for both experimental and control groups were assigned code numbers at random, making it impossible for him to identify them by group or time (pretraining or post-training).

Of the 56 interviews analyzed, 12 were selected at random and analyzed by the second investigator. These analyses were made to provide some evidence regarding (1) investigator bias, and (2) reliability of this form of interview analysis.

Each subject was assigned a ratio score of the frequency of his target behavior (number of responses within shaded area of matrix in Figure 5) to total number of responses. The ratio scores assigned to the 12 selected interviews by the two investigators are shown in Table 4.

Table 4

Ratio Scores Assigned to Twelve Interviews by Two Investigators

Investigator	1	2	3	4	5	6	7	8	9	10	11	12
A	.425	.348	.167	.186	.097	.349	.446	.180	.109	.390	.582	.150
B	.319	.413	.130	.143	.065	.302	.396	.333	.124	.365	.564	.279

Interviews

It may be noted that entries in Table 4 do not differ greatly. A t-test for correlated samples revealed no differences in the mean ratio score given by investigator A and that given by B. The Spearman rho between the two investigators for the 12 interviews was .79.

Experimental Training

Fourteen subjects received experimental training with the simulated interview. Total training time for each subject was approximately two hours. All training was done in an individual setting. Training sessions were conducted in an office-size room equipped with two desks and chairs, two tape recorders, one microphone, and a speaker. Only an experimenter and one subject were present in the room. The subject was seated at one desk with a microphone and speaker before him. The experimenter was seated at the other desk located to the rear of the subject and oriented in the opposite direction. The experimental setting is depicted in Figure 6.

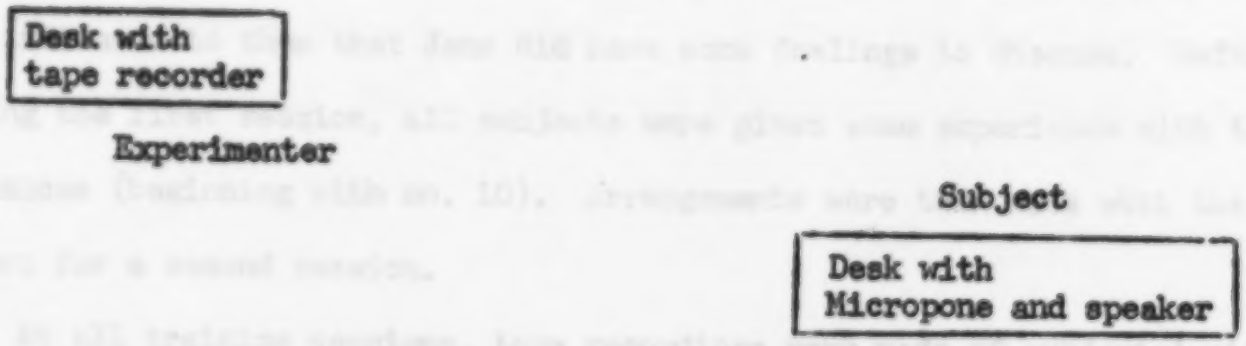


Figure 6. Experimental Setting

During the first training period, subjects were given a brief orientation session designed to (1) acquaint them with the equipment, and (2) give them practice in responding to verbal stimuli played to them on the loudspeaker. The orientation sequence is presented in Appendix G.

Subjects were then "introduced" to Jane, the simulated client. They were told that Jane had been referred to the counselor by her mathematics teacher who felt there might be some relation between a series of incidents involving missing items

and Jane's recent enrollment in the class. The teacher pointed out that she had no evidence connecting Jane with the missing items but that she felt such a connection might be present. Jane was not told why she was being referred.

Following this introduction, subjects were instructed to initiate the interview as though Jane had just entered the office and had been introduced by the secretary. At this point, the interview was begun.

If the subject's counseling of Jane led them towards the cognitive portion of the interview (Square Route), he was allowed to continue for a period of time (usually to sequence no. 19). At this point the tape was stopped and the experimenter discussed the subject's behavior, the apparent direction he was pursuing, and suggested that he try another approach. The interview was then reinitiated from the beginning. Typically, subjects' further attempts revealed little improvement in leading Jane to the affective track, and they ended in the Square Route once again. When this happened, the experimenter once again discussed this with the subjects and indicated to them that Jane did have some feelings to discuss. Before terminating the first session, all subjects were given some experience with the problem sequences (beginning with no. 10). Arrangements were then made with the subject to return for a second session.

At all training sessions, tape recordings were made of subjects' attempts to counsel Jane. These tapes were used as bases for the intervening discussions.

During the second training session, subjects again initiated the counseling of Jane from the beginning. Typically, subjects altered their behavior to the point that they were able to explore the affective track. For those unable to develop the necessary sequence which would lead them to this track, direct suggestions were made by the experimenter. Subjects then practiced various approaches until they were satisfied that they were able to react appropriately to the situation. All subjects ended the second training period with a satisfactory interview (i.e., a completion of the affective track).

At this time subjects were scheduled for the post-training test interview. All post-training test interviews were conducted approximately one week after final training sessions.

Control Group Sessions

Subjects of the control group were randomly paired. Each pair of subjects was scheduled for two one-hour sessions during which they were instructed to role play a counseling interview in which the client was a junior high school age child. Subjects were instructed to take turns role playing the client and counselor during each session.

Tape recordings of these sessions were made but were not analyzed for content or behavior. Recordings were used only for determining that subjects did role play and did not spend the sessions in some other activity.

Following the second session, subjects of the control group were scheduled for their post-training test interviews.

Training procedures, development of materials, and test interview situations were described above. The results of the experiment are reported in the next section.

CHAPTER III

RESULTS

The experiment was designed to determine (1) whether or not training with a simulated interview would result in increased use of the target behavior (i.e., counselor responses which tend to facilitate affective statements by the client or lead towards such statements) and (2) if subjects trained with the simulated interview would tend to exhibit greater use of the target behavior than a similar group of subjects who did not receive such training. The two objectives are stated in the null form below:

1. Subjects trained in a simulated interview setting will exhibit no differences in use of target behavior in pretraining and post-training test interviews.
2. Subjects trained in a simulated interview setting will show no more gain in use of target behavior from pretraining to post-training test interviews than do similar subjects not receiving such training.

Basic data obtained from the test interview analyses were in ratio form, i.e., the ratio of target responses made by subject to all responses made by him, and are presented in Appendix H. Because of the unknown nature of the distribution of these ratios, both parametric and nonparametric analysis procedures were employed and are reported. The Kruskal-Wallis one-way analysis of variance test (Siegel, 1956), the t-test for correlated samples, the t-test for separate group variance, and analysis of covariance techniques were used.

Mean scores for both the experimental and control groups resulting from analysis of pretraining and post-training test interviews are graphically displayed in Figure 7.

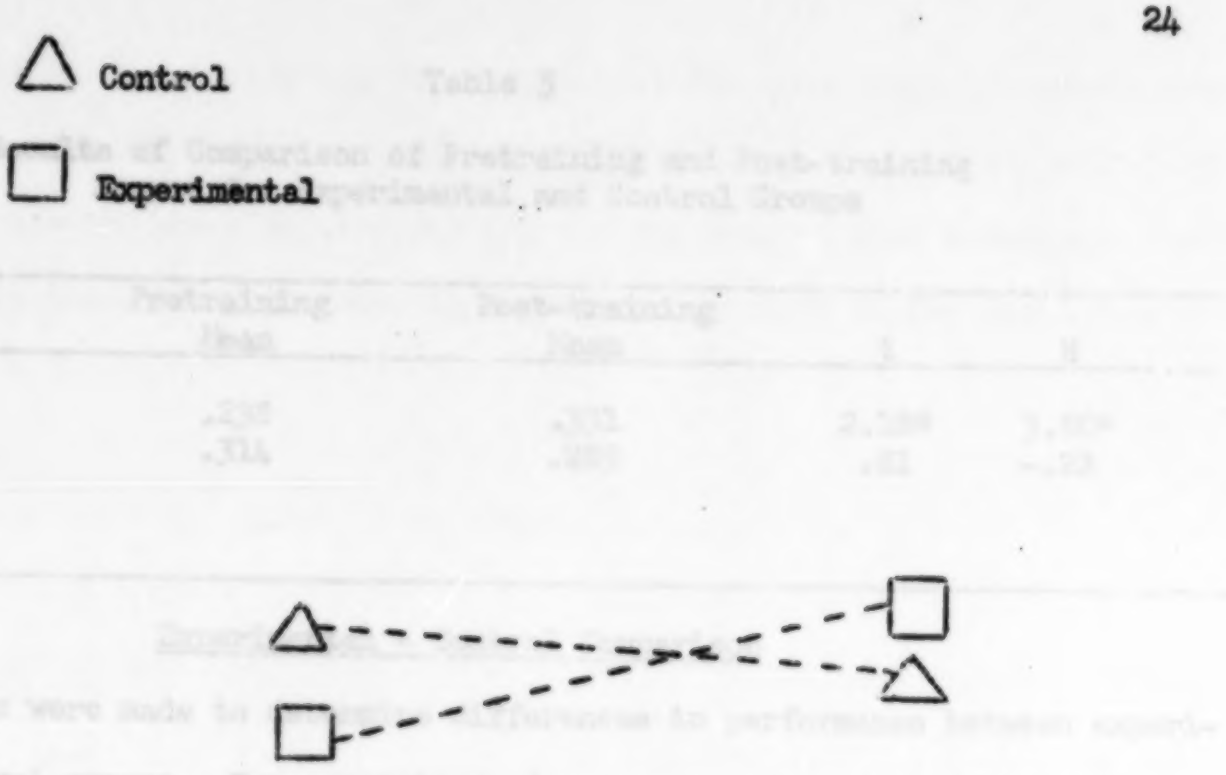


Figure 7. Mean Scores of Experimental and Control Groups for Pretraining and Post-training Test Interviews

Pretraining - Post-training Comparisons

Differences in use of target behavior in pretraining and post-training interviews were tested for both experimental and control groups. The t-test for correlated samples revealed that the difference in scores on pretraining and post-training interviews for the experimental group was significant at the .05 level; whereas this difference was not sufficiently great to reject the null hypothesis at the .05 level for the control group. The same results obtained from use of the nonparametric (H) technique. These results are summarized in Table 5.

Table 5

Results of Comparison of Pretraining and Post-training Scores for Experimental and Control Groups

Group	Pretraining Mean	Post-training Mean	t	H
Experimental	.238	.331	2.18*	3.90*
Control	.314	.285	.81	-.22

*p. < .05

Experimental - Control Comparison

Three tests were made to determine differences in performance between experimental and control groups. Two comparisons (one parametric and the other non-parametric) were made between gain scores (post-training score minus pretraining score) for the two groups. The experimental group obtained a mean gain score of .093; whereas the control group obtained a mean gain score of -.029. A t-test revealed that this difference was sufficiently large to reject the null hypothesis at the .05 level of significance (t = 2.19). The Kruskal-Wallis H test also indicated that this difference was sufficiently large to reject the null hypothesis at the .05 level of significance (H = 4.242).

An analysis of covariance of post-training scores controlling for initial level of performance (pretraining scores) was made. Summary information for this analysis is presented in Table 6. The obtained F value, 4.326, was sufficiently large to reject the null hypothesis at the .05 level of significance.

Table 6

Summary Information for Analysis of Covariance

Source of Variation	Dif.	Residuals Sum of Squares	Mean Square
Total	26	.517320	
Within	25	.441011	.017640
Difference	1	.076309	.076309

$F_{1,25} = \frac{.076309}{.017640} = 4.326$

As a result of these analyses, it appears that the experimental subjects profited from the simulated interview training and that their behavior was different from that of a similar group of subjects who did not receive this training. These findings will be summarized and their implications discussed in the final chapter.

CHAPTER IV

SUMMARY AND IMPLICATIONS

The project reported herein was designed to provide evidence relative to the effectiveness of a counselor training experience which used as the instructional vehicle a simulated counseling interview. Twenty-eight graduate students at Oregon State University, majoring in Guidance, who were enrolled in the counseling practicum during the Spring and Summer terms, 1964, were subjects.

The training experience was designed to train counselors to (1) discriminate between cognitive and affective elements of client verbalizations, and (2) respond to the verbalizations in ways that will facilitate further affective verbalizations by the client. Subjects were randomly assigned to experimental and control groups. As part of their regular practicum experience, subjects in the experimental group received two hours of individual instruction with the simulated interview. Control group subjects were paired randomly and spent similar amounts of time role playing counseling interviews, alternating between counselor and client roles.

Prior to, and at the end of, training all subjects (experimental and control) were required to counsel a role playing client. Every effort was made to insure that all subjects experienced, as nearly as possible, the same counseling interview experience. Subjects' performances in these test interviews were evaluated. The evaluations became the dependent variable of the experiment. Evaluations were made from typescripts of the interviews so that identity of subjects was unknown to the evaluator. Evaluations were made from the interview analysis matrix developed for the project.

Analysis revealed that (1) subjects in the experimental group demonstrated a significant gain in their performance from pretraining to post-training interview; (2) that subjects in the control group demonstrated a small but statistically non-significant decrease in their performance from pretraining to post-training interview; (3) that subjects in the experimental group showed significantly more gain

than did subjects in the control group; and (4) when performance in the pretraining interview setting was controlled for, there was a significant difference between experimental and control groups in post-training interview performance. These findings suggested that training in the simulated interview setting resulted in significant changes in specific aspects of counselor trainees' interview behavior.

Implications of the project are, however, not limited to those suggested by the findings of the experiment. The manner in which the simulated interview was prepared, i.e., by plotting strategy, feedback experience, etc., independently of actual content, suggests that it may be possible to develop other interviews which follow the same routes but differ in terms of depicted problem and therefore actual content. This opens the possibility of preparing series of interviews that could be integrated into a more comprehensive training program.

A second potential contribution to counselor training of this project is the interview analysis matrix technique. In addition to its utility for research purposes, the technique appears to merit consideration for supervising counselors in various training situations, since it provides an accurate and objective "picture" of counseling behavior. Secondly, the analysis technique is so easily used that with minimal training counselor trainees, themselves, could readily acquire skill in use of the matrix thus making it a possible tool for self-evaluation.

The research and development efforts reported herein, while conducted in a setting of counselor training, were initiated to investigate and to establish the feasibility of increasing the realism of simulated interpersonal environments. Thus, even though the field of counseling might find some utility for the materials and techniques described in the report, the project itself was concerned primarily with the medium of simulation.

The basic attempt of the project was to demonstrate that with relatively few problems, a simulated environment could be constructed that would (1) enable a person to interact with the environment continuously over an extended period of time; (2) place few if any limitations on his behavior; and (3) because of its inherent design, elicit one or more specific changes in the person's behavior. In essence, it was found, development of the simulation experience was very similar to development of programs for teaching machines or scrambled texts. If one were to carry the analogy between developmental efforts of this project and instructional programing a step further, it would not be difficult at all to imagine the script of the simulated interview (Appendix B) prepared in scrambled book form and used in that manner. All that would be required would be the addition of a set of possible counselor responses to each client statement. Selection of possible counselor responses would not be a very serious violation of the second condition of the simulated experience listed previously in this paragraph. The fact is obvious that in a counseling setting, the counselor's verbal behavior is bounded within rather narrow limits.

Aside from the similarities of developmental procedure, self-instructional potential, and format, the analogy between the simulated experience and programed instruction diminishes. The primary distinction between the two media is that programed instruction is possibly more direct, i.e., each frame carries with it a bit of information, whereas the simulation experience is more subtle. Perhaps the more apt distinction is that programed instruction is typically concerned with "learning what to do," whereas simulation training, as employed in this project, is characterized by "learning by doing." It may well be that the more direct learning experience is superior to the more subtle; however, past experience suggests strongly that learning to interact on interpersonal bases is not usually accomplished through printed media or instruction of a direct sort. The subtle

cues on which such interaction is based simply cannot be well enough described to be effective in the usual instructional setting. To this end, then, simulation as a form of instruction offers a great deal of promise. Extension of simulation techniques employed by Kersh which were represented in the present project, i.e., the continuous interaction feature, add another element of realism to the techniques. The necessity of additional realism remains an empirical question and the impact of the added dimension may only become evident upon completion of carefully controlled transfer studies. To the extension of the media of simulation that will enable the attempt of such studies, it is hoped this project may have made a contribution.

References

Buchheimer, A. & Balogh, Sara. The counseling relationship. Chicago: SRA, 1961.

Chenault, Joann. The education of the phony counselor. Phi Delta Kappan. 1964, XLV, 450-452.

Heimann, R. A. & Whittemore, R. G. Electronic aids to practicum supervision. Counselor Education and Supervision. 1964, III, 104-107.

Kersh, B. Y. Classroom simulation: A new dimension in teacher education. Final Report, Title VII Project #886, U. S. Office of Education, 1963.

Loughary, J. W. Counseling in secondary schools. New York: Harper, 1961.

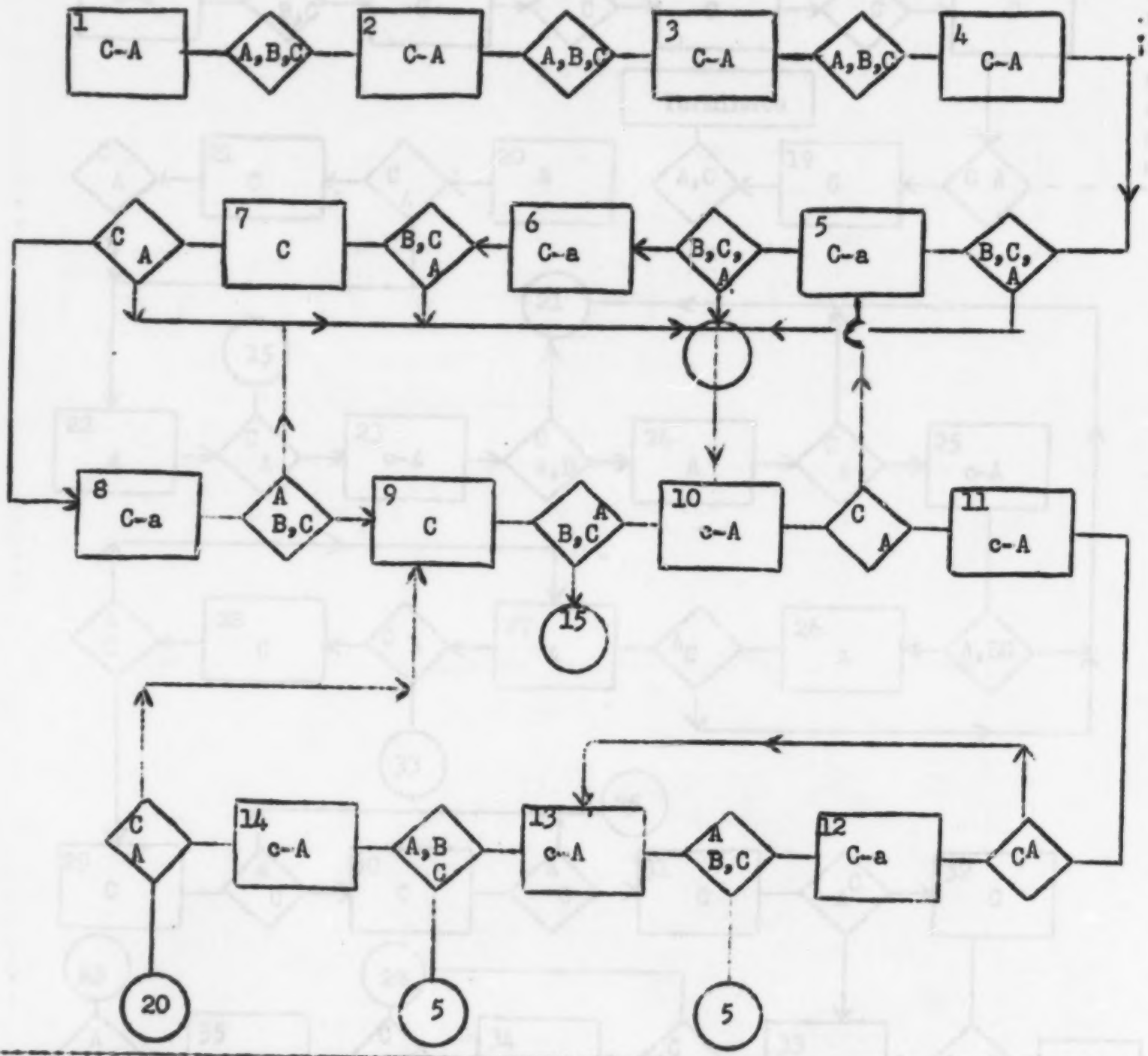
Loughary, J. W. School counseling: Series One. A series of LP recordings of counseling sessions. San Bernardino, California, City Schools, 1961.

McDaniel, H. B. (Ed.) Readings in guidance. New York: Holt, 1959.

Siegel, S. Nonparametric statistics for the behavioral sciences. New York: McGraw-Hill, 1956.

APPENDIX A

Flow Chart of Simulated Interview*



* Definitions of symbols

- - client verbalization

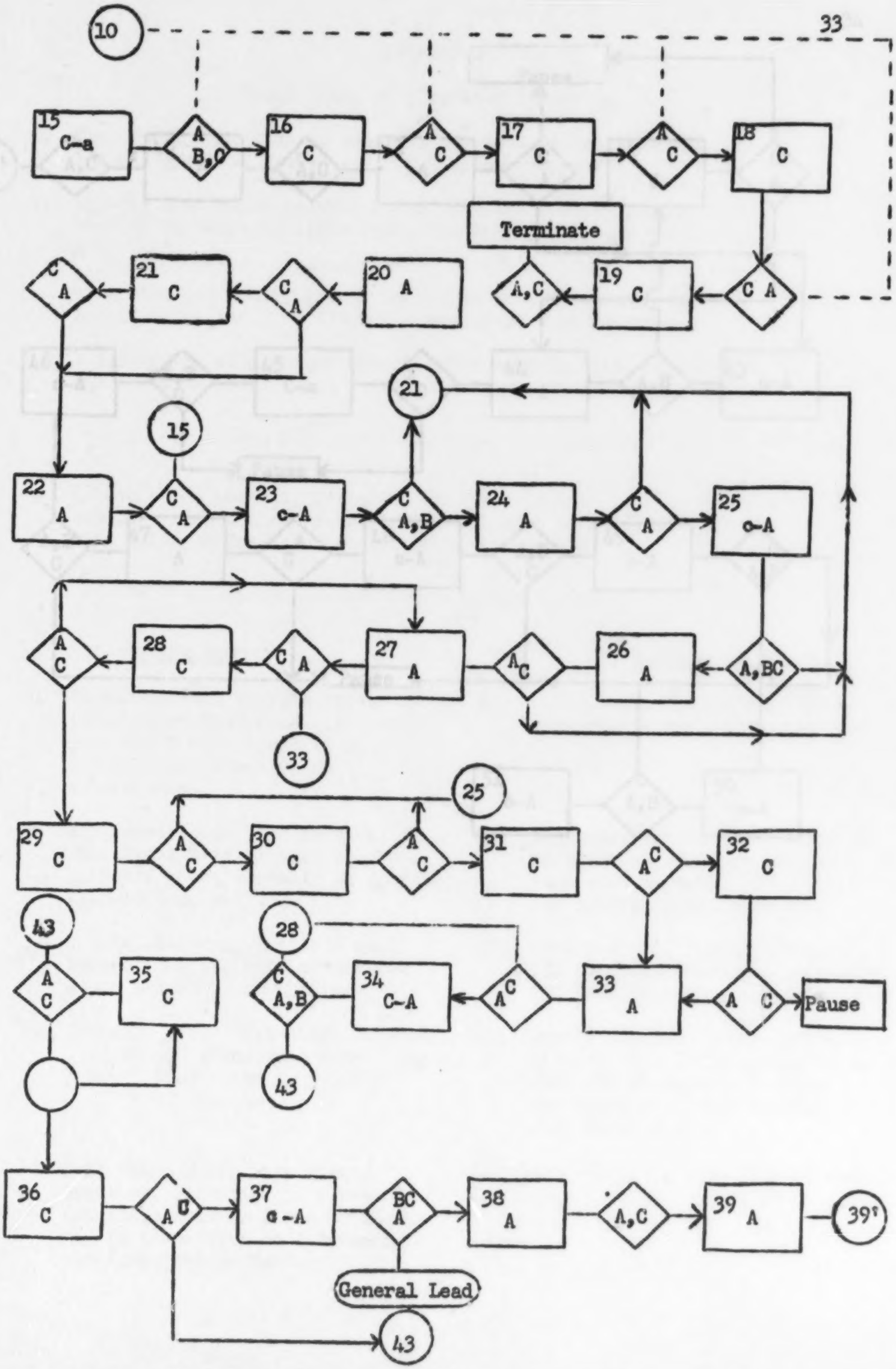
- - counselor response

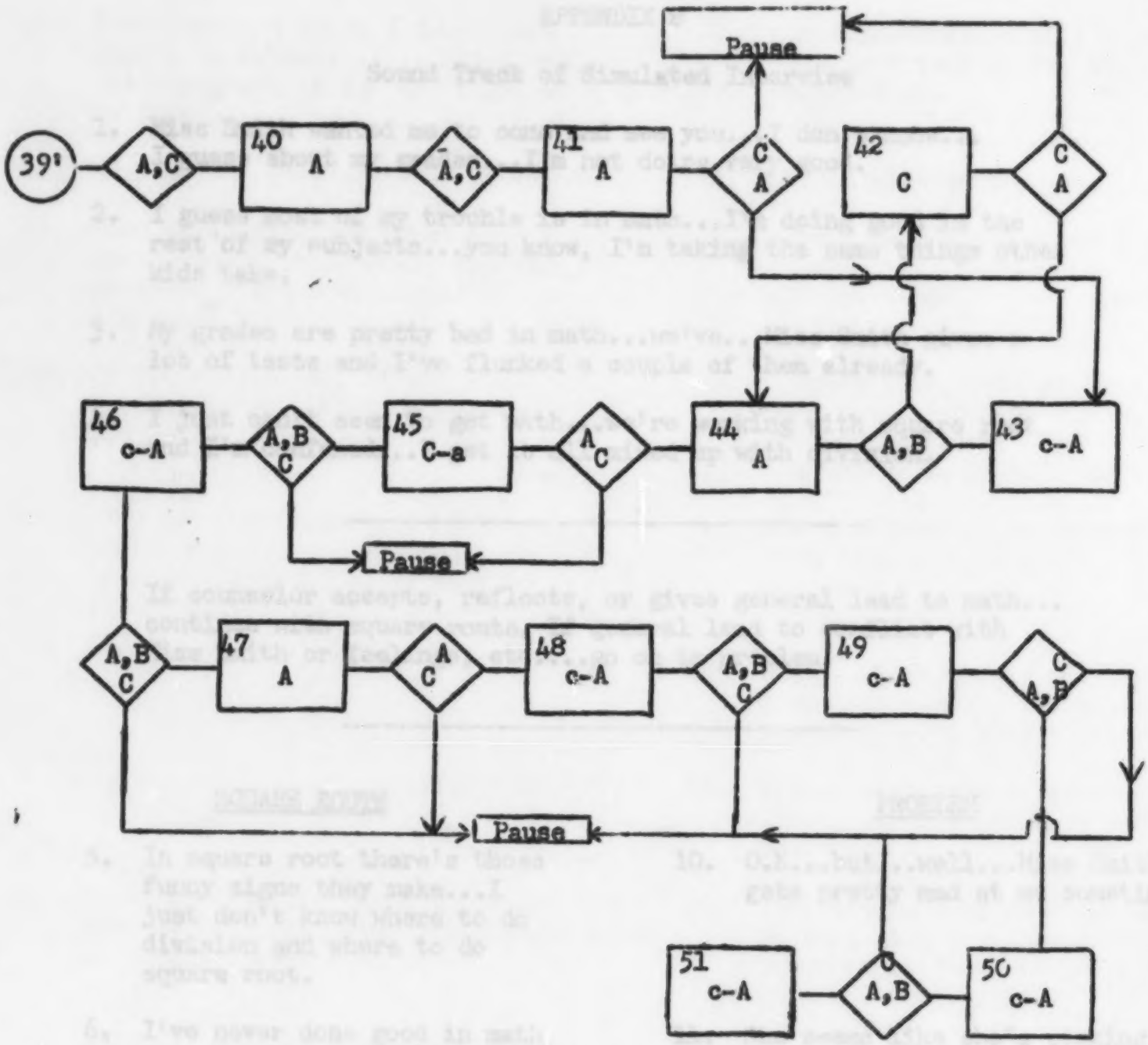
A - - Affective Element
C - - Cognitive Element
B - - Reaction to both elements
Numerals correspond to those on script in Appendix B.

- - specific type of lead

- - Experimenter Action

Terminate - - stop interview
Pause - - stop temporarily for experimenter direction and/or discussion


10
33
15
C-a
A
B,C
16
C
A
C
17
C
A
C
18
C
Terminate
A,C
19
C
C A
20
A
C
A
21
C
C
A
21
15
22
A
C
A
23
c-A
C
A,B
24
A
C
A
25
c-A
A
C
28
C
C A
27
A
A C
26
A
A,BC
33
25
29
C
A
C
30
C
A
C
31
C
A C
32
C
43
A
C
35
C
28
C
A,B
34
C-A
A C
33
A
A C
Pause
43
36
C
A C
37
c-A
BC
A
38
A
A,C
39
A
39'
General Lead
43


Pause
39'
A,C
40
A
A,C
41
A
C
A
42
C
C
A
46
c-A
A,B
C
45
C-a
A
C
44
A
A,B
43
c-A
Pause
A,B
C
47
A
A
C
48
c-A
A,B
C
49
c-A
C
A,B
Pause
51
c-A
C
A,B
50
c-A

APPENDIX B

Sound Track of Simulated Interview

1. Miss Smith wanted me to come and see you...I don't know... I guess about my grades...I'm not doing very good.

2. I guess most of my trouble is in math...I'm doing good in the rest of my subjects...you know, I'm taking the same things other kids take.

3. My grades are pretty bad in math...we've...Miss Smith gives a lot of tests and I've flunked a couple of them already.

4. I just can't seem to get math...we're working with square root and I'm confused...I get it all mixed up with division.

If counselor accepts, reflects, or gives general lead to math... continue with square route. If general lead to conflict with Miss Smith or feelings, etc....go on to problem.

SQUARE ROUTE

5. In square root there's those funny signs they make...I just don't know where to do division and where to do square root.

6. I've never done good in math uh...English is my best subject.. ..that's where I really do good... history too.

7. I like history...that's a real interesting subject because you learn all sorts of things.

8. I wish I could do better...I just ...just don't understand it. Maybe I don't take notes very well.

9. Well, Miss Smith says that I don't pay attention in class... and...she told me I should learn how to take notes so I'd remember these things better.

PROBLEM

10. O.K...but...well...Miss Smith gets pretty mad at me sometimes.

11. She seems like she's picking on me...she should know I'm not very good in math.
(If general lead..skip one)

12. Just a lot of little things.
(If accepts...continue problem)
(If lead to math...square root)

13. Nobody likes to have somebody pick on ya...I don't mind it when I'm wrong...gosh, when she jumps on me for nothing at all, I get upset.

14. Miss Smith is just like my mom... always picking on me about things.

15. Sometimes...I guess I don't know what's important...I...just...well, the important things don't get in my notes.

16. Why don't I show you some of my notes?

17. Miss Smith said you could help me... and... maybe if I showed you some of my notes you could...uh...tell me what I'm doing wrong.

18. It would sure help if you could tell me what to do...What do you think I should do?

19. I've got some notes and homework problems here. If you could look them over a bit I'll go back to study hall.

20. Sometimes...ah...well, I get so I feel real guilty about things I do.

21. Oh, little things.

22. Mother nags at me about little things, 'til I feel like crying all the time.

23. I don't know...she got mad at me a couple of days ago about borrowing things. Boy! I thought she was going to kill me!

24. She just doesn't understand how kids are...you know....

25. Well,...kids always borrow things from each other...I don't see anything wrong with that, do you?

26. I just wish they'd leave me alone...what I do is my own business.

27. They always jump on me...makes me feel like a criminal or something...just because I borrow a few things.

28. Well, pencils...erasers and stuff like all the kids do. Miss Smith never said we couldn't borrow anything.

29. And Bill took Nancy's socials book off her desk last week and she nearly failed the test we had 'cause she couldn't study.

30. Nancy told me he's done it before lots of times, and that if he does it again she's going to tell Miss Smith.

31. I told Nancy I didn't think she should...you know how some of the teachers are.

32. Well, the other day Fred told Miss Smith that Nancy was copying his spelling paper...he sure is a tattle-tale.

33. Oh...I don't know...and they get all excited just because...well, just 'cause I forget. They think it's a big crime.

34. Gosh, I mean to give 'em back their old stuff...it's usually not <u>worth</u> anything anyway.

35. Well,....no, not really.

36. I don't know.

37. Oh...the stuff I borrow...what are your friends for anyway...you shouldn't even have to ask 'em.

38. It's not like I'm stealing the things... it's just that I want to use it for a little while.

39. Haven't you ever borrowed anything and forgot to give it back...everybody does it.

40. Well...I know lots of them that do.

41. The stuff's not worth anything... and they make such a big deal about it.

42. I don't know.

43. Well,...I don't know...but...well, I figure it's finders keepers and if the kids leave their stuff around, it's too bad.

44. If they're going to be that careless, they...well, they deserve to lose it.

45. I'd give it back to them if they asked me...

46. Well, ...most of the things I guess I really don't need... it's maybe kind of dumb of me.

47. Sometimes I lose some things that way...and it does kinda get me.

48. I don't know...but...I guess I'd be a little upset if someone took some of my stuff.

49. I suppose it's maybe better to ask, than to have everyone on your back all the time.

50. Sometimes I wonder why I borrow stuff when I really don't need it.

51. If I got up enough nerve to ask ...maybe mom would give me the money to buy all that stuff. Boy, I'd sure be happy about that!

APPENDIX C

Counseling Center Questionnaire - - Pretraining Interview

Date June 1964

COUNSELING CENTER

OREGON STATE UNIVERSITY

The purpose of this questionnaire is to gather essential information about you. Answer all questions as frankly and as completely as possible, however, you may leave any questions unanswered if you choose to do so. The information that you give will be helpful to you and your counselor in terms of making most efficient use of your interviews. ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

PLEASE PRINT

Name Davis (last) Frank (first) (middle) Birthdate Oct. 23/38 Age 27

Local Address Waldo Hall Phone Ext.

Home Address 2417 S.W. 49th (number) (street) Portland (city) Ore. (state)

Sex M Marital Status: Single x Married Divorced Separated

Religious Preference: P x C J Other (specify) None

Military Service: Yes No x Date of Service

Entered OSU: Term Fall Year 1962 OSU Class School Engin. Major Indst.
OSU Accumulative gpa 2.8 Last Term gpa 2.1

If transfer from another University, give accumulative gpa
Name and address

High School David Douglas (name) Portland (city) Oregon (state) 1955 (year graduated)

High School GPA 3.6 List the population of the town or city where you lived while attending high school 400,000.; number of students in high school from which you graduated 1,220.

Previous Counseling: Yes x No (If yes, check where and give year:)
High School 1955 OSU Counseling Center Other University
Private Employment Bureau Other (specify)

OSU Residence: Residence Hall x Fraternity or Sorority Co-op With Friends: In apartment In house With parents With spouse in University housing With spouse in town Other (specify)

Please check below your FREE times for convenience in making appointments:

	8	9	10	11	12	1	2	3	4
M					X				
T					X				
W					X				
T					X				
F					X				

Source of Present Financial support (give percentage): Self 50 Parents 50
Scholarship____ Loan____ Spouse____ Other (specify)____

Who suggested you contact the Counseling Center: Friend x Dean____ Spouse___
Head Advisor___ No One____ Physician____ Faculty Member____ Other (specify)
____

Health Problems? Yes____ No x Explain____

Any Disabilities? Yes____ No x Explain____

Indicate All members of your family. Include parents or step-parents, brothers, sisters, husband or wife, and children. If you have a deceased or divorced parent, also include with date of leaving family.

RELATIONSHIP	AGE	OCCUPATION	MARITAL STATUS	Yrs. of Ed.
Mother	52	Nurse		15
Father	50	Machinist		12

Reasons for coming to the Counseling Center (check as many as apply):

Interests and abilities ____
Information ____
Effective study habits x
Ed-vocational decision ____
Marital - pre-marital problem ____
Other (specify)____

Family problem ____
Finances ____
Religious problem ____
Social relationships ____
Difficulty in understanding myself x

Explain more fully the things you want to talk about with the counselor:

____

____

____

____

APPENDIX D

Summary of Intake Interviews - - Pretraining Interview

RECORD OF INTERVIEW

Interview No.: Intake Date: May 2, 1964

Client: Frank Davis Counselor

1. Client's statement of problems: or estimate of progress:

Is concerned with his poort performance on exams last term. Feels that he studied hard and knew his work - suggests that he received a raw deal on his grades. Client cannot decide whether to continue with engineering studies or drop out and go to work.

2. Counselor's statement of problem or evaluation of progress:

Although client thinks he should have done much better in his studies, he doesn't appear to have any understanding of why his performance dropped so sharply. He did not suggest that other factors may have been operative - i.e., other than his professors discriminating against him.

3. Description of Interview:

Mild rapport established. Client appeared somewhat ill at ease. Although he terminated the interview after 15 min. (had to go to a physics lab.), client seemed highly motivated to return to the center for further interviews.

4. Counselor's evaluation of his procedures and techniques:

(intake interview)

5. Counselor's plan of action for future contacts (case strategy):

Would recomment further exploration.

APPENDIX E

Counseling Center Questionnaire - - Post-training Interviews

Date May 15, 1964

COUNSELING CENTER

OREGON STATE UNIVERSITY

The purpose of this questionnaire is to gather essential information about you. Answer all questions as frankly and as completely as possible, however, you may leave any questions unanswered if you choose to do so. The information that you give will be helpful to you and your counselor in terms of making most efficient use of your interviews. ALL INFORMATION WILL BE KEPT CONFIDENTIAL.

PLEASE PRINT

Name Miles (last) John (first) (middle) Birthdate 3/29/39 Age 25

Local Address 721 South St. Phone 3-2220 Ext.

Home Address 2417 S.W. 49th (number) (street) Oakland (city) Calif. (state)

Sex M Marital Status: Single ___ Married x Divorced ___ Separated ___

Religious Preference: P x C ___ J ___ Other (specify) ___ None ___

Military Service: Yes x No ___ Date of Service 1956-60

Entered OSU: Term Fall Year 1962 OSU Class Sohp. School Ed. Major Sec.
OSU Accumulative gpa 2.9 Last Term gpa 3.2

If transfer from another university, give accumulative gpa ___
Name and address ___

High School Bayview (name) Oakland (city) Calif. (state) 1955 (year graduated)
High School GPA 3.4 List the population of the town or city where you lived while attending high school 250,000 ; number of students in high school from which you graduated 1,600

Previous Counseling: Yes x No ___ (If yes, check where and give year):
High School 1955 OSU Counseling Center ___ Other University ___
Private ___ Employment Bureau ___ Other (specify) ___

OSU Residence: Residence Hall ___ Fraternity or Sorority ___ Co-op ___ With Friends: In apartment ___ In house ___ With parents ___ With spouse in university housing ___ With spouse in town x Other (specify) ___

Please check below your FREE times for convenience in making appointments:

	8	9	10	11	12	1	2	3	4
M					x				
T					x				
W					x				
T					x				
F					x				

Source of Present Financial support (give percentage): Self 20 Parents____
Scholarship_____ Loan_____ Spouse 80 Other (specify)_____

Who suggested you contact the Counseling Center: Friend___ Dean____ Spouse____
Head Advisor____ No One x Physician_____ Faculty Member___
Other (specify)_____

Health Problems? Yes____ No x Explain_____

Any Disabilities? Yes___ No x Explain_____

Indicate all members of your family. Include parents or step-parents, brothers, sisters, husband or wife, and children. If you have a decreased or divorced parent, also include with date of leaving family.

RELATIONSHIP	AGE	OCCUPATION	MARITAL STATUS	Yrs. of Ed.
Mother	49	lab. technician		14
Father	53	Foreman		12
Wife	24	secretary-typist		14

Reasons for coming to the Counseling Center (check as many as apply):

Interests and abilities_____
Information _____
Effective study habits_____
Ed-vocational decision x
Marital - pre-marital problems_____
Family problem_____
Finances_____
Religious problem_____
Social relationships_____
Difficulty in understanding myself_____

Other (specify)_____

Explain more fully the things you want to talk about with the counselor:

Want to know advisability of changing majors at this time.

APPENDIX F

Summary of Intake Interview - - Post-training Interview

RECORD OF INTERVIEW

Interview No.: Intake Date May 18, 1964

Client: John Miles Counselor

1. Client's statement of problem: or estimate of progress:

Client is undecided as to whether or not he should change from Education to Business Admin. States that his wife feels he could do much better in Business than Education. However, client expresses high interest in his present major but thinks he should carefully consider his wife's wishes.

2. Counselor's statement of problem or evaluation of progress:

Conflict in contemplated change of major field of study.

3. Description of Interview:

Client was late for interview - duration 15 min. Was willing to discuss general school climate and general educational goals. Client spent several minutes talking about his work in scouting (Boy Scouts). Rapport good. Client expressed desire to pursue his problem in further interviews.

4. Counselor's evaluation of his procedures and techniques:

(Intake interview only)

5. Counselor's plan of action for future contacts (case strategy):

Would recommend further counseling.

APPENDIX G

Orientation Sequence for Simulation Training

ORIENTATION TAPE

Is this the Counseling Office?

They told me I should come and talk to someone here. Are you the counselor?

Do you want me to sit in this chair?

Is it o.k. if I talk to you now...'cause if you're too busy I could maybe come back later sometime.

Well, I've got a lot of pretty private stuff to tell you about...ah...and I was wondering if you ever tell anyone...tell anyone what the kids say in here.

It's just that I wouldn't want my homeroom teacher to hear anything I said, and besides, my mom would kill me if she found out I got myself into kind of a mess at school.

You're sure about that? I mean, that you don't tell anyone?

Are you going to turn that tape-recorder on?

Well, I get kind of nervous with one of those things going while I'm talking.

Do you take notes and stuff on all this, or.... ah....?

I don't know... ah.... ah... Where do you want me to start?

Well, should I start from scratch ... or... do you ...uh..

Un.....well, I guess I'll have to think now.

APPENDIX H

Scores for all Subjects on Pretraining and Post-training Test Interviews

Experimental			Control		
Subjects	Pretraining	Post-training	Subject	Pretraining	Post-training
1	.182	.205	1	.231	.426
2	.386	.510	2	.338	.407
3	.294	.390	3	.384	.446
4	.139	.275	4	.183	.349
5	.102	.364	5	.411	.250
6	.186	.582	6	.352	.318
7	.132	.225	7	.425	.358
8	.185	.126	8	.258	.180
9	.207	.246	9	.536	.246
10	.097	.150	10	.358	.420
11	.220	.526	11	.348	.161
12	.349	.360	12	.167	.078
13	.357	.442	13	.069	.109
14	.495	.232	14	.342	.240